
Spelling — Grade 5

About the Book

This spelling book provides a basis for developing a fun and exciting spelling curriculum in your classroom. If you are currently using a spelling text, the worksheets in this book may easily be incorporated with your weekly lessons.

Each list of words has been carefully selected to focus on a specific spelling element. The chosen words contain the sound and letter patterns that students at this level encounter in their reading and writing.

Besides the Word List and activity on each worksheet, students are encouraged to make a list of their 'own words' that they would like to learn to spell. These individual lists might include additional words that address the spelling pattern or element under study.

Each lesson also suggests a 'writing' activity that complements the page and is intended to encourage student writing. 'Extensions' pages provide reviews, plus exercises that require the student to build more words based on the spelling patterns of the previously studied words.

About the Author

Maribelle Betterton holds both a Bachelor of Arts Degree in Primary Education and a Master's Degree in Educational Administration from the University of Northern Iowa.

Maribelle has taught levels K-12 in Iowa and Texas. She is presently an assistant professor in the Education Department at the University of Northern Iowa.

Credits

Author: Maribelle Betterton

Artist: Catherine Yuh

Project Director/Editor: Sharon Kirkwood

Editors: Lisa Hancock, Linda Triemstra

Cover Artist: Cindy Cutler

Originally published by Instructional Fair

Published in Australia by

HAWKER BROWNLOW

E D U C A T I O N

©1995 Instructional Fair Inc.

©2000 Hawker Brownlow Education

P.O. Box 580

Cheltenham, Victoria, Australia 3192

Phone: (03) 9555 1344 Fax: (03) 9553 4538

Toll Free Ph: 1800 33 4603 Fax: 1800 15 0445

Website: <http://www.hbe.com.au>

Email: brown@hbe.com.au

All rights reserved

Printed in Australia

Code #IFA-5087

ISBN 1 74025 271 3

Table of Contents

Suggestions for a Weekly Spelling Program	1
Suggestions for Building Spelling Skills	1
Amazing <i>A</i> (long a)	2
Breezing Through <i>E</i> (long e)	3
Sky-High <i>I</i> (long i)	4
Honing Long <i>O</i> Skills (long o)	5
The Truth About Long <i>U</i> (ō)	6
Conquering Compounds (compound words)	7
Puzzling Compounds (compound words)	8
Contraction Action (contractions)	9
Extensions	10-11
Managing Short <i>A</i> (short a)	12
Effective Short <i>E</i> (short e)	13
Itty-Bitty <i>I</i> (short i)	14
Hidden <i>O</i> s (short o)	15
Utterly Upbeat <i>U</i> (short u)	16
'R' You Listening? (r-controlled vowels)	17
Extensions	18-19
Dynamic Digraphs (consonant digraphs)	20
Beguiling Blends (consonant blends)	21
Double Trouble (hard and soft c and g)	22
Fussing About <i>F</i> (f sounds)	23
Silent Knight! (silent consonants)	24
Plentiful Plurals (s and es)	25
Persistent Plurals (words ending in y)	26
Perplexing Plurals (irregular plurals)	27
Extensions	28-29
Preparing for Prefixes (pre, re, con, im)	30
Practice with Prefixes (ad, de, dix, ex, un)	31
Serving Up Suffixes (ed, er, ing)	32
Searching for Suffixes (ed, er, ing)	33
Simplifying Suffixes (ed, es, ing)	34
The 'Nym' Family	35
Extensions	36-37
Vital Vowel Digraphs (ee, ea, oa, oe, ue)	38
More Vowel Digraphs (ie, ei)	39
Very Important Digraphs (au, aw)	40
Dynamic Diphthongs (oi, oy, ou, ow)	41
Extensions	42-43

The classroom teacher may reproduce copies of materials in this book for classroom use only. The reproduction of any part for an entire school system is strictly prohibited. No part of this publication may be transmitted, stored or recorded in any form without written permission from the publisher.

Suggestions for a Weekly Spelling Program

Monday

- Administer a pretest of the weekly word list.
- Distribute the worksheets to the students.
- Students will self-correct their tests, and write their misspelt words correctly.
- As a class, read the word list, noting the proper pronunciation of each word, the lesson focus and the specific word families.
- Discuss word meanings. Encourage students to engage in dialogue using the words in context.
- Allow time for students to select and record their choices for 'My Own Words'. Feel free to provide additional words taken from content material.

Tuesday–Thursday

- Have students spend 10–15 minutes every day working in pairs or small groups, practising oral and written spellings of the words.
- Have students complete the worksheet. Provide time for review and clarification of any misunderstandings.
- Complete the writing activity suggested on the worksheet. Encourage students to use as many words as possible from the word list. Feel free to present an alternate writing activity that you feel may be more appropriate for your students.

Friday

- Administer a test of the basic word list. Pair the students for the testing of 'My Own Words'.
- Have students graph their test results on a personal bar graph. This enables students to track their performance from week to week.

Suggestions for Building Spelling Skills

- Be sure students accurately hear and understand each word. For example, the words *our* and *are* do not sound alike and are not interchangeable.
- Create categories of words that share similar elements.
- Make up sentences to help remember correct spelling; e.g., *geography*: George Elliott's old grandmother rode a pig home yesterday.
- Associate certain words with a question or rule. For example, think 'Is it easy to believe a lie?' Or with the word *receive*, remember the rule 'i before e except after c'.
- Keep an individual file of word cards in alphabetical order in an empty recipe box.
- Collect interesting words, such as *serendipity*, and use them in writing.
- Provide students with insight into strategies *you* use in your own spelling and writing.
- Encourage students to write. The more they write, the more experience they gain applying word meanings.
- Read, read, read!



Amazing A

Name _____

Take note of the various spelling patterns of the **long a** sound. Identify the spelling pattern of each word in the list and write it in the appropriate category.

- daisy
- delay
- brace
- braid
- wage
- anyway
- basic
- essay
- rate
- nature
- amaze
- raisin
- place
- faint
- dismay
- hasten
- daydream
- matriarch

Classy Long a Categories

ay

a-e

a

ai

My Own Words



Let's Write! Write each of the words on a line. Next to each word write all the words you know that rhyme with your spelling word. **Example: brace, lace, trace, race, space** etc.

Breezing Through E

Name _____

Take note of the various letter combinations that make the **long e** sound. On the flags, write the words according to spelling patterns. To the right of the flags indicate the spelling pattern.

- breeze
- scene
- breathe
- screech
- recent
- eager
- sleeve
- recede
- squeak
- donkey
- hockey
- leaves
- monkey
- plead
- crease
- machine
- queen
- lease

My Own Words

1. _____
2. _____
3. _____

1. _____
2. _____
3. _____
4. _____

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____

1. _____
2. _____
3. _____
4. _____

Spelling Pattern

If you were to teach these words to your classmates, write four generalisations you could make about words with the **long e** sound.

1. _____
2. _____
3. _____
4. _____



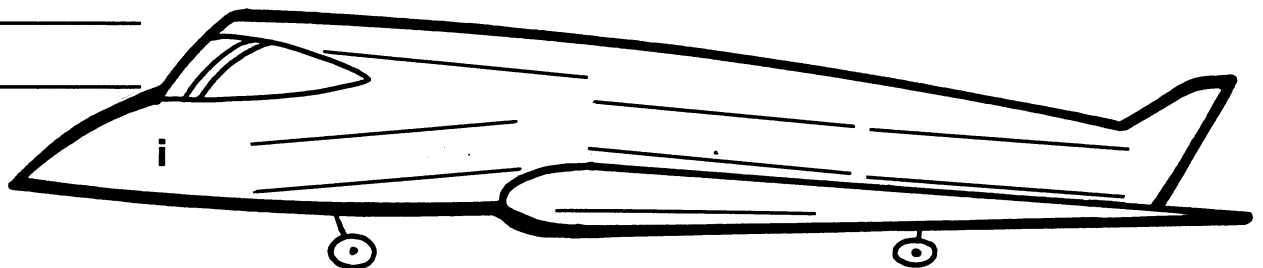
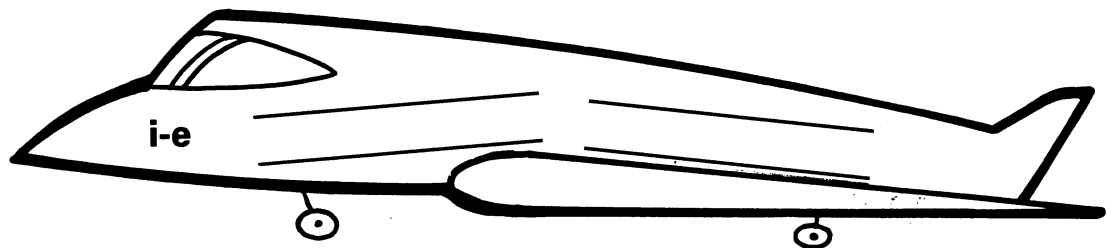
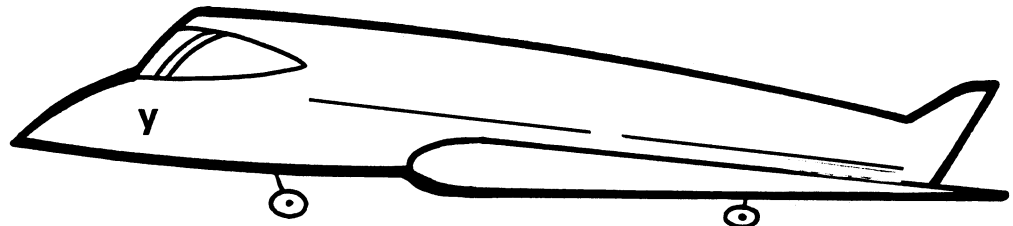
Let's Write! Write a letter to a famous person using as many of your spelling words as possible.

Sky-High I

Name _____

The sides of the planes identify four spelling patterns for the **long i** sound. Write each word from the list on the appropriate plane.

- grind
- climate
- fighting
- prize
- delight
- ideal
- thigh
- violin
- silence
- arrive
- childhood
- title
- style
- spying
- timing
- sight
- digest
- climbing



My Own Words

Let's Write! Write three spelling words that are troublesome for you. Use the letters in each word to write an acrostic poem. Your poem does not have to rhyme.

Example: (spelling word—*title*)

Today, I'm writing spelling poetry
 Indeed, it can be fun!
 The words are placed across the page with
 Letters written vertically.
 Every single letter gets its own special line!